

SELPA JOB-ALIKE DISCUSSION GROUP:
LEVERAGING DATA TO BUILD STAKEHOLDER
SUPPORT FOR SCALING OUT EBPs
CAPTAIN Year 6 Summit



BRIDGING DATA WITH
LOCAL IMPLEMENTATION AND PLANNING

- Using statewide data systems
- Interpreting local data
- Aligning with state indicators and goals
- Leveraging data to scale out EBPs through LCAP



HOW WILL CAPTAIN CADRE IMPACT
POSITIVE STUDENT OUTCOMES?

- Link our work to school improvement data and the CA School Dashboard
- Show how the Dashboard and Special Education Performance Indicators and Compliance Data overlap
- Build a bridge between these Data Systems to the LCAP
- Offer relevant training and coaching as part of the LCAP to MOVE THE NEEDLE!
- Show How EBP for ASD link with other EBPs and initiatives (PBIS/MTSS/UDL)

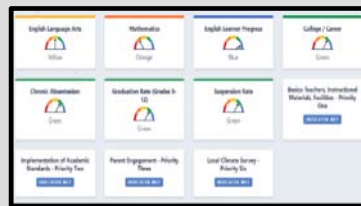
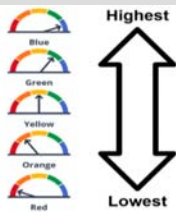
CHANGE PROCESS

- 1) Identify areas of need
- 2) Identify priorities
- 3) Identify EBP's that fit your context
- 4) Build stakeholder education and support
- 5) Provide training and coaching to key personnel
- 6) Monitoring implementation fidelity and reach
- 7) Evaluate school/district-wide outcomes

IDENTIFYING AREAS OF NEED: CA SCHOOL DASHBOARD



NEW LOOK COMING SOON....



CA SCHOOL DASHBOARD	
LOCAL INDICATORS	STATE INDICATORS
<u>Basic Conditions</u> Teacher qualifications Safe and clean buildings Textbooks for all students	<u>Chronic Absenteeism</u>
<u>Implementation of Academic Standards</u>	<u>High School Graduations Rate</u>
<u>School Climate Surveys</u> Student safety Connection to the school	<u>Academic Performance</u>
<u>Parent Involvement and Engagement</u>	<u>Suspension Rate</u>
	<u>English Learner Progress</u>
	<u>Preparation for College/Career (CCI)</u>

CASE STUDY – ANYWHERE UNIFIED	
<ul style="list-style-type: none"> Located in semi-rural community Title 1 schools SWD n is <500. 	

Student Group Report								
State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	African American	American Indian
Chronic Absenteeism (C)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Suspension Rate (K-12)								
English Learner Progress (1-12)								
Graduation Rate (9-12)								
English Language Arts (3-8)								
Mathematics (3-8)								

Performance Levels:
 Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Status Change Report			
<p>This report shows the performance levels for Students with Disabilities on all state indicators. It also shows how the current year (Status) compares to prior years (Change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.</p>			
State Indicators	All Student Performance	Status	Change
Chronic Absenteeism (C)	N/A	N/A	N/A
Suspension Rate (9-12)		Very High 32.5%	Increased Significantly +7%
Graduation Rate (9-12)		Medium 66.2%	Declined -1.5%
College/Career (9-12) <small>(select for one view of available data)</small>		Low 30.2%	N/A
English Language Arts (3-8)		Very Low 140.3 points below level 3	Maintained -0.8 points
Mathematics (3-8)		Very Low 176.3 points below level 3	Maintained -1.9 points
<p>Performance Levels:</p> <p> Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)</p> <p>An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.</p>			
What concerns you? What needs a deeper dive?			

SPECIAL EDUCATION DATA PERFORMANCE AND COMPLIANCE INDICATORS: WHAT SHOULD WE LOOK AT FOR ANYWHERE UNIFIED?	
Performance Indicators	Compliance Indicators
1. Graduation 4-Year Cohort	4b. Suspension/Expulsion (Race/Ethnicity)
2. Dropout 4-Year Rate	9. Racial/Ethnic Disproportionality
3. Statewide Assessments	10. Disability Disproportionality
4a. Suspension/Expulsion (Overall)	11. Eligibility Evaluation
5. Least Restrictive Environment (LRE)	12. Part C to Part B Transition
6. Preschool Environments	13. Secondary Transition Goals/Services
7. Preschool Assessments	15. Resolution Session
8. Parent Involvement	16. Mediation
14. Post School	
17. SSIP	

CASE STUDY – ANYWHERE UNIFIED LEAST RESTRICTIVE ENVIRONMENT (LRE)					
Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	418	212	50.72%	>60.2%	Yes
B. <40%	418	48	11.48%	<23.6%	Yes
C. Separate Schools	418	14	3.35%	<4.2%	Yes
Data Source: December 2016 CASEMIS Submission					
Based on This Data, District is Meeting LRE Goals.... So What Else Needs to Be Looked At?					

CASE STUDY – ANYWHERE UNIFIED SUSPENSION/EXPULSION DATA

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	467	0.64	2.90%	No

Based on This Data, District is Not Over Statewide Rate, But Dashboard Shows RED for Suspension/Expulsion Rate for SWD....

CASE STUDY – ANYWHERE UNIFIED GRADUATION RATE (STUDENTS WITH DISABILITIES)

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
86.21	74.84	Yes

Data Source: Cohort Data: <http://www.cde.ca.gov/da/sd/af/files/cohort.asp>

All LEAs have the same Graduation Rate Target. It is equal to the State's variable growth rate target for Students with Disabilities.

CASE STUDY – ANYWHERE UNIFIED ACADEMIC ACHIEVEMENT DATA (STUDENTS WITH DISABILITIES)

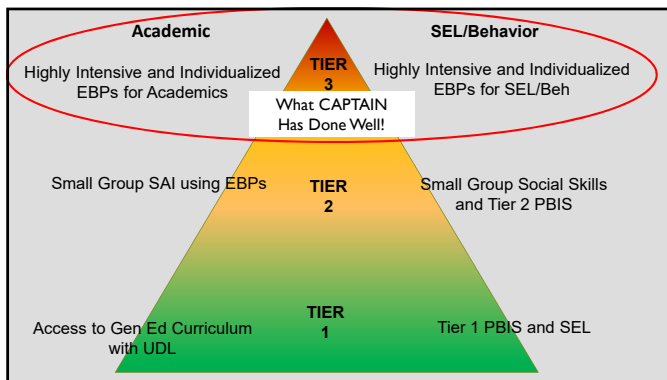
Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of California Assessment of Student Performance and Progress (CAASPP).

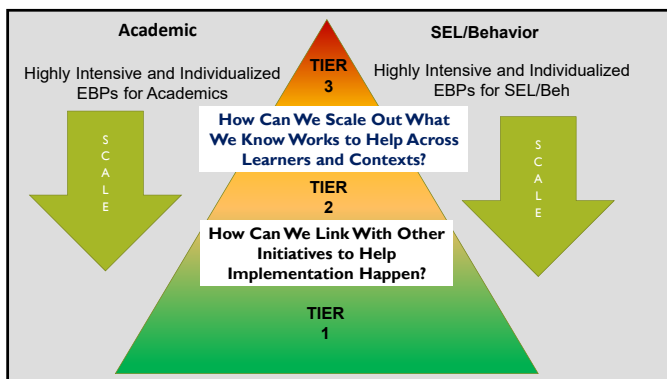
Area	Percent Participated	Participation Target	Target Met	Percent Level 3 or 4 Achievement	Achievement Target	Target Met
English Language Arts	97.07%	95%	Yes	2.64%	13.90%	NO
Math	96.70%	95%	Yes	1.52%	11.60%	NO

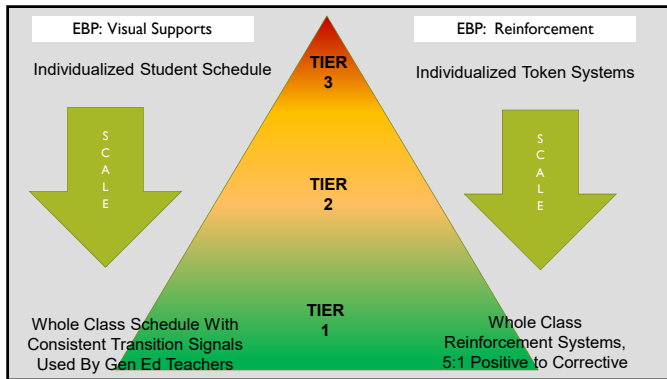
Data Source: Spring 2017 CAASP Data <https://caaspp.cde.ca.gov/SB2017/Default>

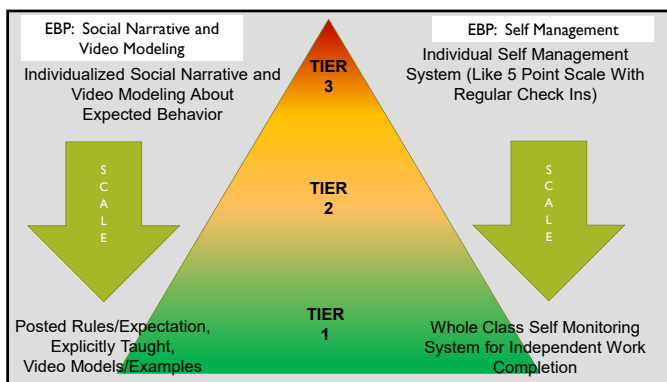
SWD Are Participating, but Not Meeting Achievement Standards....
What Else Can We Look At? What's next?

Indicators (SPeD)	Priorities (LCAP)
1. Graduation 4-Year Cohort	5. Student Engagement
2. Dropout 4-Year Rate	5. Student Engagement
3. Statewide Assessments	4. Student Achievement
	7. Course Access
	8. Other Student Outcomes
4. Suspension/Expulsion	6. School Climate
5. Least Restrictive Environment (LRE)	1. Basic Services
	2. Implementation of Standards
	7. Course Access
6. Preschool Environments	7. Course Access
7. Preschool Assessments	7. Course Access
8. Parent Involvement	3. Parental Involvement
9. Racial/Ethnic Disproportionality	1. Basic Services
	2. Implementation of Standards
	4. Student Achievement
	7. Course Access
10. Disability Disproportionality	1. Basic Services
	2. Implementation of Standards
	4. Student Achievement
	7. Course Access
14. Post School	4. Student Achievement











IDENTIFY EBPS THAT COULD HELP AND REACH MORE STUDENTS


- Which EBPs might address some of "Anywhere Unified's" challenges?
- At which tiers or in what contexts?
- Who would need to be **trained** and **coached** to implement?
- Are other Initiatives under way that can be linked/leveraged?
- How could you link the EBP Training/Coaching to the LCAP priorities?



**YOUR NEXT STEPS:
SCALE UP/SCALE OUT**



- Look at your Dashboard and APR/Special Education Indicators with your Administrators to identify your areas of needs
 - School site level or district level
 - LRE, Suspension, Graduation Rates, Academic Achievement....
- Embed your CAPTAIN EBP work (Training and Coaching on EBPs) into LCAPs and link the other initiatives
- Scale out the **use of EBPs and the CAPTAIN Training and Coaching Model** more broadly



RESOURCES

- [EBP chart with definitions](#)
- [ASD and UDL](#)
- [ASD and PBIS](#)
- [EBP Administrator Classroom Walk Through](#)
